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ABSTRACT

Step-by-step instructions for the school representative responsible for Educational Quality Assessment in Pennsylvania are provided. The representative, who is expected to attend Quality Assessment Workshops, is given information about how to schedule the administration of the questionnaire, how to collect district and school data, and how to determine whether sufficient and correct assessment materials have been received. Besides administering and distributing the questionnaire, the representative is responsible for training monitors. After questionnaire completion, the representative must check the materials for accuracy and then return them to the appropriate address as identified on a summary chart. (BJG)

ED106323

Pennsylvania Department of Education 1975

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EQA

School Representative's Handbook

TM 004 437

This handbook is published as a procedural guide to be used by school representatives for implementation of the Pennsylvania Plan of Educational Quality Assessment. Follow these instructions precisely in order to assure accurate data collection and proper return of all quality assessment materials.

EQA

School Representative's Handbook

Division of Educational Quality Assessment
Bureau of Planning and Evaluation
Pennsylvania Department of Education
1975

Commonwealth of Pennsylvania
Milton J. Shapp, Governor

Department of Education
John C. Pittenger, Secretary

Office of Basic Education
Donald M. Carroll Jr., Commissioner
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Bureau of Planning and Evaluation
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1.0 ATTEND THE QUALITY ASSESSMENT WORKSHOP

1.1 As the school representative, appointed by the district superintendent, you should plan to attend a quality assessment workshop. These workshops will be held at various locations throughout the state to keep travel at a minimum. On the accompanying letter, find the code for your assigned workshop. The locations and the times are listed below. Circle the workshop which you attend. Bring this handbook with you. Be sure to return the registration form by January 28, 1975, to Educational Quality Assessment Program, Department of Education, Box 911, Harrisburg, Pa. 17126.

1.2 Schedule of workshops:

A. February 3 - 1 p.m. — CUMBERLAND VALLEY SCHOOL DISTRICT
Instructional Auditorium Center of Good Hope Middle School, 451 Skyport Road. Mechanicsburg

B. February 3 - 1 p.m. — HUNTINGDON AREA SCHOOL DISTRICT
Large Group Instruction Room of Middle School, 2500 Cassady Avenue, Huntingdon

C. February 4 - 1 p.m. — RIDLEY SCHOOL DISTRICT
Board Room of Administration Building, 1001 Morton Avenue, Folsom

D. February 4 - 1 p.m. — CALIFORINIA STATE COLLEGE
Learning Research Center, California

E. February 5 - 1 p.m. — METHACTON SCHOOL DISTRICT
Library Classroom of Arcola Junior High School, Eagleville Road, Fairview Village

F. February 5 - 1 p.m. — NORTH ALLEGHENY SCHOOL DISTRICT
Room 105, North Allegheny Senior High School, 30375 Perry Highway (Route 19), Wexford

G. February 6 - 1 p.m. — SCRANTON SCHOOL DISTRICT
Multi-purpose Room of Armstrong No. 40 School, Lincoln Avenue & Clearview Street, North Scranton

H. February 6 - 1 p.m. — MIDWESTERN INTERMEDIATE UNIT #4 OFFICE
Conference Room, Maple Street, Grove City

I. February 7 - 1 p.m. — HAMBURG AREA SCHOOL DISTRICT
Chorus Room of Junior-Senior High School, Windsor Street, Hamburg

J. February 7 - 1 p.m. — BALD EAGLE AREA SCHOOL DISTRICT
Administration Building, Route 220 between Wingate and Milesburg, across from Bald Eagle Area High School

1.3 A map and directions to your assigned workshop accompany this manual.

2.0 SCHEDULE ADMINISTRATION OF PENNSYLVANIA STUDENT QUESTIONNAIRE

2.1 Several days should be scheduled the first full week of March for administration of the Pennsylvania Student Questionnaire. You may, if necessary, begin one week earlier or one week later. It is essential that the administration does not conflict with any activity which would systematically exclude a group of students from the administration. The sections included in this questionnaire measure the status of students in the 10 goal areas of quality education. Listed below are the schedules for administration.

2.2 The schedules below and the directions which follow as well as the directions in the *Monitor's Handbook* have divided the administration of the student questionnaires into four sittings. It is strongly recommended, especially for grade 5, that one sitting be given each morning on four consecutive days. This is best achieved by training the classroom teachers to serve as the monitors and to do the administration in the individual classrooms. For grades 8 and 11 the four sittings may be combined into two sittings given on two consecutive mornings and each divided by a 5- or 10-minute break. Small group sessions present the best conditions and EQA strongly urges districts to use teachers as monitors if possible and to keep the groups in individual classrooms. In individual classrooms, it may minimize disruption of the normal school routine to have four sittings throughout the week rather than to try to schedule a 1 1/2 - 2 hour block of time in numerous rooms for two consecutive days. The essential point is to match your preferences, your students, your school program (bell schedule, room facilities) with a thorough knowledge of the EQA questionnaires and time requirements. Although great flexibility in administration is allowed, there is one prohibition: Under no circumstances are all sections to be administered to the students in a single day.

2.3 For grade 5 sections D and E and for grades 8 and 11 sections B and C are timed and must be administered in exactly 15 minutes. The other times listed below are suggested for planning only; they are not maximum times. Students should be given ample time to finish each section. Times may vary greatly among student bodies. You should continue with the next sections when you feel each student has had ample time or when all students indicate they have finished the designated sections.

GRADE 5

SITTING	SECTION	ITEMS		TIME IN MINUTES
I	A	30		8-12
	B	40		11-15
	C	28		7-11
		Administration		9-10
				35-48
II	D	30	exactly	15
	E	30	exactly	15
	F	48		14-18
		Administration		8-12
				52-60
III	G	32		14-18
	H	38		11-15
	I	40		11-15
		Administration		9-12
				45-60

Grade 5 (continued)

SITTING	SECTION	ITEMS	TIME IN MINUTES
IV	J	30	13-17
	K	36	10-14
	Student Information	7	10-15
		Administration	12-14
			45-60

GRADE 8

SITTING	SECTION	ITEMS		TIME IN MINUTES
I	A	30		8-12
	B	30	exactly	15
	C	30	exactly	15
		Administration		8-10
				46-62
II	D	54		12-18
	E	35		15-20
		Administration		8-10
				35-48
III	F	30		12-16
	G	54		12-16
	H	48		14-18
		Administration		8-10
				46-60
IV	I	35		10-14
	J	36		8-12
	K	48		10-14
	Student Information	14		8-10
		Administration		8-10
				44-60

GRADE 11

SITTING	SECTION	ITEMS		TIME IN MINUTES
I	A	37		10-14
	B	30	exactly	15
	C	30	exactly	15
		Administration		8-10
				48-54
II	D	64		18-22
	E	40		11-15
	F	28		8-10
		Administration		8-10
				45-57
III	G	35		16-20
	H	57		16-20
	I	48		14-18
		Administration		4-6
				50-64
IV	J	35		10-14
	K	36		10-14
	L	48		14-18
	Student Information	16		6-10
		Administration		4-6
				46-64

3.0 PROVIDE DISTRICT AND SCHOOL INFORMATION

You will need to know before the workshop where, when and how the questionnaires will be administered. Please complete the information on this page so that it may be collected at the regional workshop.

The student questionnaire administration for grade_____of_____

_____ _____School District will be given___ _____
Month Day

till_____. The sessions will begin at ____a.m./p.m.
Month Day

Will the testing at a given grade level, say grade 5, be at the same time in each building?
YES ( ) NO ( )

The testing will take place in:

( ) Individual classrooms
( ) Large groups in cafeteria or auditorium
( ) Other, Specify_____

The monitors will be:

( ) Teachers
( ) Guidance personnel
( ) Other. Specify_____

At the time of the administration of the teacher questionnaires, contract negotiations for this district's teachers will be:

( ) In progress
( ) About to begin
( ) Completed
( ) Unnecessary this year

For school year 1974-75 from 90-day report (60-day if 90-day is not available), the aggregate days attendance (item 9 on DEBE-482) and aggregate days membership (item 10 on DEBE-482) for the 5th, 8th or 11th grade for the schools which you represent are as follows:

SCHOOL	DAYS ATTENDANCE	DAYS MEMBERSHIP

4.0 RECEIVE, INVENTORY AND STORE MATERIALS

4.1 You will receive by mail a package for each grade level (5th, 8th or 11th) for which you are the representative. The package will contain:

4.11 One *Pennsylvania Student Questionnaire* for each student (5th, 8th or 11th) in each building

4.12 One answer sheet for each student (5th, 8th or 11th)

4.13 One teacher questionnaire for each teacher in the building. (Note: If your district has a building or buildings which contain more than one grade level to be tested, i.e., 5 to 8 and 7 to 12, only one set of teacher questionnaires will be needed for that building.)

4.14 Sufficient security envelopes for the teacher questionnaires.

4.15 One header sheet for each school for each grade level (5th, 8th or 11th)

4.16 Sufficient *Monitor's Handbooks*

4.17 Two copies of the packing list (see 4.2 below) and a white envelope

4.18 An address label. Retain. See Section 9.4

4.19 Sufficient envelopes for return to National Computer Systems of completed student answer sheets and teacher questionnaires. See Section 8.0

4.2 Packed in the carton are two copies of the packing list. Hold one of these lists for return with the materials (See Section 9.2). The second list should be checked as to quantities packed and needed. All materials should be inventoried and additional needs indicated on the form. All materials are interchangable between buildings and adjustments can be made in this way. However, additional materials are available from the department when necessary. After your inventory is completed, and before February 25, 1975, whether materials are needed or not, return one copy of the packing list in the white envelope to: Educational Quality Assessment, Department of Education, Box 911, Harrisburg, Pa. 17126.

4.3 It is important for your convenience that the carton in which the materials are received is not destroyed. This carton will be used to return the materials as described in Section 9.1.

4.4 Before and between administrations, all materials should be kept in a secure place. No one should be given access to completed materials except for normal handling during administration and for mailing. Completed materials are to be returned *immediately* following the last session and positively in no case later than March 15, 1975.

5.0 DISTRIBUTE, GIVE BRIEF INSTRUCTIONS, COLLECT AND RETURN TEACHER QUESTIONNAIRES

5.1 In the carton you will receive sufficient teacher questionnaires for each participating school building.

5.2 All classroom teachers in the school building (not just 5th, 8th or 11th grade teachers) should fill out a teacher questionnaire. Administrators, nurses, counselors, special education teachers and librarians should not fill out questionnaires. In buildings where more than one grade level is participating, i.e., 5 to 8 and 7 to 12 buildings, only one set of questionnaires needs to be completed. In K-12 buildings, elementary teachers should be designated for the 5th grade school and secondary teachers for the 11th grade school; the secondary teacher data will also be used for grade 8.

5.3 If elementary building is grades 4 to 6, or 5 and 6 and there are one or more specific feeder schools, teacher questionnaires should be given to teachers of the feeder school(s).

5.4 To insure that questionnaire administration is standardized and expedient, we suggest that you call a 15-minute meeting (or meetings if necessary to divide the group) of the teachers of each building. These meetings should be held one or two weeks prior to student questionnaire administration. Take a supply of sharpened No. 2 pencils to the meetings.

5.5 At the meeting, make the following statement:

"Our school is taking part in the educational quality assessment project of the Pennsylvania Department of Education. This program is provided as a service to the school district. The results of the project will aid our staff in making decisions about our school programs in the future. Our students will fill out a questionnaire which will indicate their performance on each of the *Ten Goals of Quality Education* (give brief history and statement of goals, if necessary). This performance will be compared to the performance of students in other schools in Pennsylvania. Also, the student performance will be compared to that of schools with similar conditions, such as instructional expense per pupil, size, parental attitudes. Some of these conditions involve teachers. This is why you are here today. I will distribute a brief questionnaire which you should fill out frankly and honestly. You will notice that you must fill out the district name and school name, but there is no individual identification. After the questionnaires are completed, you will seal them, using the glue strip on the right-hand edge of the paper. The forms will be scrambled as they are collected and placed in an envelope which will be sealed and placed with the student materials to be mailed to the scoring firm. This does not allow anyone to identify any individual and will permit you to answer freely. The information returned to the district will be on a group basis. The value of this service program depends on your candid, honest answers. Mark the circle of your choice darkly and completely. At the bottom of the second page, first write the number in the boxes above the grid, then darken the circle for that number. If your answer is less than 10, be sure to blacken a zero in the left column and the appropriate number in the right column. I will distribute a supply of No. 2 pencils." (Distribute teacher questionnaires and pencils. Discourage group concensus.)

5.6 A reproduction of this questionnaire is shown on the next two pages for your review.

School Name _____ District Name _____

INSTRUCTIONS: The information received will be aggregated and reported as relationships to student achievement. No individuals will be identified and no individual information will be reported. Respond to the items by blackening the appropriate space.

EXAMPLE: Are you a classroom teacher? Yes ● No ○ USE A NO. 2 PENCIL ONLY.

Where have you spent most of your life?

In or within 30 miles of the boundaries of this school district ..... ○
More than 30 miles but less than 100 miles from the present boundaries of this school district ..... ○
More than 100 miles from the boundaries of this school district ..... ○

In your teaching situation how satisfied are you with your relationship with:

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Parents and parent groups	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Fellow staff members	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Students	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Mark the answers which best describe your feelings about the comments below:

	Almost always true	Usually true	Sometimes true	Seldom true	Almost never true
I enjoy classroom teaching	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
The administration in this school acts decisively on suggestions from the faculty	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
The administration in this school supports the disciplinary measures of the teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
The administration in this school encourages classroom innovation with real, practical support	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
The administration in this school is concerned with real student progress as opposed to token programs which only appear to be progressive	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
The administration in this school is more concerned with real student progress than with quiet, orderly classrooms	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
The administration in this school encourages teacher initiative in regard to new programs, as opposed to handing down decisions which the teachers then must carry out	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
The central administration of this district treats teachers as professional, contributing members of the staff	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
Teachers can expect support for their classroom policies from the central administration of this district	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
The central administration of this district is effective in developing realistic program goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

Here is a list of some classroom practices. For each practice mark the column which best indicates your use of the practice.

	I use it daily	I use it weekly	I use it monthly	I do not use it
Pupil participation in lesson planning	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Pupil participation in classroom teaching	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Having pupils work in small learning teams	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Role playing (acting out situations)	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Use of games to aid learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Pupil evaluation of classroom climate	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Pupil participation in developing classroom rules	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Involving pupils in community projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Utilizing local citizens as resource personnel	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Pupils as helpers or tutors of other pupils	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Joint lesson planning with one or more teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Surveys of school problems show a number of things reported by teachers as reducing the effectiveness of the school. Below is a partial list of these problems. Mark Y (yes) for those situations that constitute a problem in your school. Mark N (no) for those that do not constitute a problem in your school.

	Yes	No
There is too much teacher turnover	Y	N
The classes are too large for effective teaching	Y	N
There are too many absences among students	Y	N
Pupils are not well fed and/or well clothed	Y	N
The different races or ethnic groups don't get along together	Y	N
There are too many interruptions during class periods	Y	N
Teachers have too little freedom in such matters as textbook selection and curriculum	Y	N
Parents attempt to interfere with the school	Y	N
There is too much competition for grades	Y	N
There is too much emphasis on athletics	Y	N
There should be a better mixture; the students are all too much of one type	Y	N
Too much time has to be spent on discipline	Y	N
The parents put too much pressure on the students for good grades	Y	N
The students aren't really interested in learning	Y	N
There is a lack of effective leadership from the school administration	Y	N
The parents don't take enough interest in their children's schoolwork	Y	N
The teachers don't seem to be able to work well together	Y	N
We have poor instructional equipment: supplies, books, laboratory equipment, etc.	Y	N

Please mark the response which best describes how you usually feel.

	Almost always true of me	Often true of me	Sometimes true of me	Seldom true of me	Almost never true of me
I feel that my ideas are considered worthwhile by my supervisors	A	B	C	D	E
I have a lot of influence with my colleagues on educational matters	A	B	C	D	E
I have confidence in myself even when people disagree with me	A	B	C	D	E
I find it difficult to interact with others	A	B	C	D	E
I seem to be the kind of person who has more bad luck than good luck	A	B	C	D	E
I have trouble making up my mind about important decisions	A	B	C	D	E
In my activities at school I am assertive and self-reliant	A	B	C	D	E
I don't take a position on something until I find out what my colleagues think	A	B	C	D	E

I am a

- Male ○
- Female ○

Which of the following best describes your level of formal education?

- No degree ○
- Bachelor's degree ○
- Master's degree or equivalency ○
- Master's degree plus one year ○
- Doctor's degree ○

What is your average class size? (Exclude supervisory duties such as study hall.)

0 0 | 1 1 | 2 2 | 3 3 | 4 4 | 5 5 | 6 6 | 7 7 | 8 8 | 9 9

How many hours (to the nearest hour) are you assigned to classroom instruction per week?

0 0 | 1 1 | 2 2 | 3 3 | 4 4 | 5 | 6 | 7 | 8 | 9

Including this year, how many years of teaching experience do you have?

0 0 | 1 1 | 2 2 | 3 3 | 4 4 | 5 5 | 6 | 7 | 8 | 9

FOR SECONDARY ONLY

How many different courses, on the average, do you teach per day?

0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

5.7 Instruct the teachers to seal their questionnaires; pass the envelope and have the teachers insert their questionnaires on a random basis. Discourage anyone from looking at anyone else's questionnaire. Record the number of teachers completing questionnaires and the school name and number on the outside of the envelope. Seal it and hold it for instructions in 8.3 below. Questionnaires for 5 to 8 buildings must be packed with grade 5 student questionnaires. Questionnaires for 7 to 12 buildings must be packed with grade 11 materials.

6.0 DISTRIBUTE SUFFICIENT MATERIALS TO SCHOOL BUILDINGS

6.1 On the packing list you will find the quantity of each type of material indicated earlier as necessary for each school. Check these figures against current enrollments.

6.2 Send the necessary materials to each school. Be sure to record the serial numbers of the student questionnaires sent to each building so that you can trace materials which are not returned.

6.3 All special education and migrant students should be excluded from the administration of the student questionnaires.

6.4 All vo-tech students who are on a shared time basis should be given student questionnaires. The only exceptions are students who are on weekly, biweekly or monthly turnabout and are not present in the school at the time of the administration.

6.5 All sections of the student questionnaire should be taken by the students who are present. If a section is missed, the student is still to be given the other sections. Normally, no make-up sessions will be provided; however, if more than 10 per cent of the students miss a section, they should be given a make-up session. If scheduling is carefully done, make-up sessions should not be necessary. If unforeseen circumstances (inclement weather, for example) exclude a large group of students, the administration is best postponed rather than creating the double work of make-ups. If a student misses the first session, be sure to place the student's name on an answer sheet and hold it for use on all other sections after his or her return.

7.0 TRAIN MONITORS TO ADMINISTER THE PENNSYLVANIA STUDENT QUESTIONNAIRES

7.1 You must (unless you are monitoring all administrations yourself) conduct orientation sessions with the individuals charged with administration of the questionnaires.

7.2 Instructions for administering the questionnaires are contained in the *Monitor's Handbook*. Sufficient copies of these handbooks have been provided with the questionnaires.

7.3 The instructions should be followed as closely as possible.

7.4 Point out the suggestions for administration and *What to do if* sections to the monitors. For 5th grade assessment the monitor, teacher, or other responsible person must supply the occupation of the student's father or male guardian and educational level of the student's mother or female guardian. Whoever is charged with this task should be aware that the success of the assessment project is highly dependent on the proper coding

of these grids. Full instructions are contained in the *Monitor's Handbook*. If it is necessary to obtain this information directly from the parent, sample forms can be found in the booklet, *Publicity Suggestions*, of which several copies should be available in the district. If this occupational and educational data are not provided, no report can be made for a school. It will be a greater task to provide the information at a later date. Therefore, it would be advisable to check that all teachers have completed this task.

8.0 RETURN COMPLETED STUDENT ANSWER SHEETS, TEACHER QUESTIONNAIRES AND HEADER SHEETS.

8.1 All completed answer sheets should be checked to insure that the school name and district name appear plainly on page 1 and that students' names have been carefully removed. Also check to see that occupational and educational data have been completed on a majority of the sheets.

8.2 Count the completed student answer sheets and record the count on the header sheet. This should include partially completed forms, but absolutely no blank sheets.

8.3 Code the number of teacher questionnaires (from envelope in 5.6 above) in the grid. Teacher questionnaires from 5 to 8 buildings must be included with grade 5 student questionnaires. Grade 8 teacher count will read 00. Teacher questionnaires from 7 to 12 buildings must be included with grade 11 materials. Grade 8 in this case will also read 00.

8.4 Complete other information on the header sheet.

8.5 In the large brown envelope(s) addressed to National Computer Systems in Minneapolis received in the original carton (see section 4.19), place the header sheet, the envelope containing completed teacher questionnaires, and the completed student answer sheets. If you use more than one envelope per school, label 1 of 3, 2 of 3, 3 of 3, accordingly. Place header sheet and teacher questionnaires in envelope one with as many answer sheets as possible. Place additional answer sheets in additional envelopes.

8.6 Label all envelopes with school name and number and district name and number, as well as return address.

8.7 If you are responsible for more than one school, *do not* pack more than one school's materials in an envelope. If desirable, individual school envelopes may be placed in a carton for mailing. Label carton as envelopes are labeled.

8.8 If you need additional envelopes, address them to Educational Quality Assessment Project, National Computer Systems, P.O. Box 1416, Minneapolis, Minn. 55440.

8.9 The school district is responsible for the cost of postage. Use Special Fourth Class Rate–Objective Test Materials-Special Handling. This is the cheapest, most expedient rate available. Materials must reach National Computer Systems by March 17, 1975, so mail them as soon as administration is completed.

9.0 RETURN PENNSYLVANIA QUESTIONNAIRES

9.1 As materials are returned from monitors, inventory the student questionnaires according to the serial numbers distributed to each of the schools. Indicate their return on the packing list held from Section 4.2 above and place on top of materials in carton.

9.2 All student questionnaires, blank student answer sheets, teacher questionnaires, student questionnaires, and the packing list should be placed in the carton (see Section 4.3) in which they were received. *Monitors' Handbooks* may be destroyed.

9.3 Be sure that no completed student answer sheets or teacher questionnaires are placed in these boxes. They will not be scored and much student and teacher effort will be wasted.

9.4 An address label to Quality Assessment, Speed Mail Service, 212 S. Cameron Street, Harrisburg, Pa. 17102 has been packaged with the materials. Simply affix this label over the label addressed to you. (If it is affixed at another point, be sure to remove or cover the label addressed to you. Otherwise, you may find the package in your mailbox the next day.)

9.5 If the box you received the materials in was badly damaged, replace it with an available carton which has been properly labeled.

9.6 Be sure to tape boxes securely. A fiber mailing tape is recommended.

9.7 The school district is responsible for the cost of postage. Use Special Fourth Class Rate–Objective Test Materials. Mail before March 25, 1975.

SUMMARY CHART FOR RETURN OF MATERIALS

Material	Packing List	For Each Building Envelope of Completed Teacher Questionnaires Completed Student Answer Sheets Header Sheet	Pennsylvania Student Questionnaire Booklets Unused Student Answer Sheets Unused Teacher Questionnaires
Mailed to	White Envelope	Large Brown Envelope(s)	Original Mailing Carton
Destination (Addressee)	James F. Hertzog Educational Quality Assessment Department of Education P. O. Box 911 Harrisburg, Pa. 17126	National Computer Systems Educational Quality Assessment Project P.O. Box 1416 Minneapolis, Minnesota 55435	Speed Mail Service Ed Quality Assessment 212 S. Cameron Street Harrisburg, Pa. 17102